



1932

# The Attitude of Children Toward Self-Control

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## Recommended Citation

Rochford, Marie Bernadette, "The Attitude of Children Toward Self-Control" (1932). *Master's Theses*. Paper 444.  
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"THE ATTITUDE OF CHILDREN  
TOWARD SELF-CONTROL."

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIRE-  
MENTS FOR THE DEGREE OF MASTER OF ARTS IN LOYOLA UNIVERSITY.

1932.

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## CHAPTER ONE

## CHAPTER ONE

### The Problem

Since the conditions of life are continually changing, the school must prepare each generation for the solution of the problems that cannot now be foreseen. The school must develop definite controls of conduct. Conduct is related to impulses, ideas, and ideals, which influence an individual's motives, attitudes, emotions, and desires. Character and conduct cannot be separated. Character is conduct in its more substantive aspects. The two are frequently spoken of as the inner and outer aspects of the self or person. That conduct in general is the expression of character is readily recognized. It is equally obvious that conduct in turn gives fashion to character. One has an influencing power over the other. The training of one cannot be attempted to the exclusion of the other.

Securing self-control is an essential aim in training conduct, and the formation of character. A large part of what is ordinarily called self-control is really control of emotions. The lack of self-control arises from the conflict of emotions, and of the ideals, and instincts that cause these emotions.

Usually, one who lacks self-control has disagreeable emotions that are unnecessary, or expresses too freely, the emotions that he does have. The New Standard Dictionary defines

the basic virtue of actions as follows; "Self-control is the act, power, or habit, of having one's faults, or energies especially, the inclinations, and emotions under control." A person uses self-control when he makes a choice in resisting a spontaneous tendency of an emotion or passion. The psychologists have included under Self-control, the power of restraining and directing thoughts, feelings, and movements. Another point of view has distinguished different forms of self-control, as physical, prudential, and moral. Very often if the physical manifestation of an emotion is suppressed the emotional feeling is likewise suppressed but there are exceptions to this, as sometimes the inhibition is a cause of brooding and may result in a more violent future expression of the emotion.

In childhood the impulse dominates the action and the first form of self-control consists in the self-restraint of the impulse. The power of self-control is dependent upon the early moral training of the child. If a severe check is administered the first time the lack of restraint is exhibited, it will not only call the attention of the child to the need of exercising self-restraint, but will through the association of ideas provide a check whenever the first beginnings of passions are felt in the future. However, if these impulses are not checked, serious resultants may be effective in later life. Crime and other serious handicaps in future life will be the result of the constant conflict with the adverse forces. The most important part of training is the proper control over spontaneous



movements of the body. If self-control is made habitual in small matters where no evil consequences would be liable to follow from the lack of the power of self-control, it will also apply where it is a moral duty. A child that has been inculcated with the idea that if he wants a thing he will eventually get it, or one that is under the impression that he can act according to his likes and dislikes, will by the association of such ideas as these, lay the foundation of an utterly unrestrained and lawless life. Every incident in which the child exerts self-control will help later in restraining temptations to anger and other vices. The association of ideas is an important factor in cultivation of the virtue of self-control.

It remains for experience and training to furnish controls for the impulses. "Impulses are native and cannot be eradicated." (33:Moore:165). Moral concepts are acquisitions of experience that tender possible the control of the impulsive actions. The ideas an individual has acquired through personal experience are the controls for those innate tendencies, the impulses. "To our passions we can only oppose ideas but they must be sufficiently clear for us to seize and carry them off." (13:Dubois:121).

The first prerequisite in acquiring the virtue of self-control is advertence of the mind. The aim in developing this trait should be to secure as much consciousness of the results of one's action as possible. In making a resolution to follow a certain line of conduct, the child should have a clear idea

of the conduct, before his mind. The intellect should be alert to attend to what is going on. If the situation is realized, more suitable judgments can be formed as to which is the proper course to pursue. This will aid in determining whether the forces which are spontaneously working or about to work should be encouraged, modified or suppressed altogether, or whether a new type of movement should be initiated instead. This attention is the first prerequisite in acquiring self-control, for it places in consciousness the object matter over which the control is to be exercised.

The controlling agent of the ultimate decision is the will. It is not sufficient to have before the mind a consciousness of the various alternatives among which a choice is to made. There should be a realization of the value and motive of the choice in order to have it influence later actions. Every person can control this conduct if he cares to do so and if self-control means more to him than the satisfaction of passions.

"Our will can be moved by all that appears to it as of value." (29:Lindworsky:85).

If the advantages of acquiring self-control are realized, the desire for it will manifest itself. The interaction of the will and the intellect is of great importance in self analysis. If the mind is strongly imbued with a certain idea, its natural effect is to incline the will which is the main-spring of action, to assent to it and reduce it to action. The will can shift the center of attention and bring the attracting

force of one idea to bear upon itself rather than another. It is the range of a person's ideas that condition his moral choices.

The aim in life is successful action and the basis of it is proper choice. First, the value of the choice is to be determined and second, the execution of it should follow the choice as soon as possible. The general value of the choice should be determined so that it will have an influence upon the child's future life.

"If the idea is presented to a person and is accepted by him, and the acceptance does not depend upon his will but his faculty of comprehension, it becomes imperious, tyrannical, and carries away the person by so much the greater force as he is more convinced. If on the contrary he resists, it is because he does not thoroughly understand the idea submitted to him; he remains a slave to his previous opinion." (13:Dubois:93).

Education by persuasion is the only kind that the apparent liberty of the individual respects, the kind that submits motives to him and allows him to value them according to his intellectual powers.

"Central in importance in character as a thread of crystallization is an idea or ideal." (31:Martin:100).

The purpose of the ideas is to guide conduct. Education is education when it does not compel the acceptance of ideas as constraint produces opposition. It may suggest, present ideas, demonstrate their advantage and create a liking for them without a displeasing insistence. There cannot be character without an ideal in which should be embodied the standards of conduct. An ideal is a type of excellence which we imagine as

possible and desirable. Education of ourselves when it succeeds unites us to an ideal of good. We may construct this ideal by thought, by an increasing attachment to conceptions which to us seem good, useful to us and for others. To be effective an ideal must not be merely pictured, admired and longed for, it must be embodied in a set of definite principles dominating life.

Prior to twelve or thirteen years of age, the child has been dominated more or less by instincts and impulses which have been stimulated by environment. After he passes this stage he will be led more by ideas and ideals. His moral training as distinct from his moral instruction will be the expression of his ideals. Great ideals lead to great achievements. There will be a great variety of ideals among children. The school should have as one of its objectives the correction of false notions regarding what constitutes right conduct. The school can become a powerful agency in the correction of false ideas. Ideals vary according to conditions, such as, age, social status of the family, environment, sex, and school education. As the lives of other people have a profound influence upon the child, more opportunities should be presented for the appreciation of virtues as characteristic traits in personalities.

In cultivating a virtue it should be made of high subjective value for the child, a permanent value, of which he will become conscious at the right moment in later life. Before

speaking of the value of self-control as a virtue, they must know what self-control is as a mode of behavior, not as a permanent inclination. Very much depends on the clearness of the idea and a careful description of the attitude toward the trait before self-control can be evaluated. The instruction in the external attitude which should be manifested must also be added to the explanation of this virtue. The serious effects of the lack of self-control is best illustrated by true examples taken from life. After this the disadvantage of the lack of self-control can be pointed out. On the other hand the respect, which the person who has self-control as a virtue receives, can be stressed. The attractiveness of this virtue can be made effective in considering noble characters.

By analyzing it in this way the values are found which are accessible to the child. Then points of contact must be found in order to make these values available to the child. Incidents from child life will furnish material. The nature of the work of course will differ in the different grades. After the values have been worked out in this manner, the corresponding mode of behavior must be taught and exercised. Opportunities must be presented in the life of the pupil in which self-control is demanded. If the teacher fully avails herself of the opportunity to develop further motives which lie at the foundation of such behavior, and direct them to the inner self by transforming them into generally valid values, she may be sure of a great pedagogical success.

"All virtues stand and fall with their motives." (29:Lind-worsky:175).

There is an opportunity of learning the inner values and the external advantages of this particular behavior. The child should be helped to reach the ideal set before him and to derive from this ideal this virtue which he needs for the realization of the ideal, and of his life's happiness. The ideal is nothing less than a value, a motive which contains a complex of thoughts systematically, concretely, and emotionally adequate.

No influence, however slight or subtle, no experience, however fleeting it may be, fails to leave a trace upon us. A great many of these experiences become delegated to a region or aspect of ourselves which has been termed "the unconscious," and are no longer accessible to us by ordinary methods of introspection, but, nevertheless determine our attitudes and motives very deeply.

An attitude is defined by the Standard Dictionary as., "Any habitual mode of regarding anything, any settled behavior or conduct as indicating opinion or purpose regarding anything." Attitudes may be influenced by information and knowledge, and they all come from experience. You have an attitude because you have done something which has left an impression which persists on occasion as a predisposition or as we speak of it, attitude. A child's reactions are often determined by the attitudes he takes toward the situation.

"Transfer of training is most evident with respect to general elements--ideas, attitudes, and ideals. These act in many cases as the carriers of transfer. Often they have that common element, which is essential to transfer. Twenty-two of twenty-four psychologists express the opinion that special training in connection with these elements has general value; and one of them Professor Sanford adds; 'This I believe to be true, and to be the basis of the generally held belief among practical teachers of the existence and value of formal training.'" (38:Skinner:661-2).

If a pupil has developed an idea of the value of the quality of action, in the future when he is confronted with a problem of the same sort, he may strive to have the desired quality of action because he had realized its value in his past experience.

The practice of self-control in the midst of a group is the keynote of right citizenship and a good life. It is self-control which distinguishes the great individuals of the race. Self-control is an important factor in the lives of the pupils, especially after they have encountered the difficulties of the business world. The lack of self-control on the part of the individual would be the cause of much chaos. At the ages of about thirteen or fourteen is the time when ideals as controls of conduct take permanent and definite form. The psychologists are of the opinion that transfer of training is most evident with respect to ideas, attitudes and ideals. It has also been testified by adults that the ideals of the youth carry over to later life. Is the school acquainting the children with the correct idea of self-control? Are the pupils being trained to criticize and evaluate this idea in different situations?

The primary aims of the investigation therefore are;

1. To determine the percentage of children of the seventh and eighth grade level that have the idea of self-control.

2. To learn about the sense of value that children have of self-control.

Secondary aims are as follows;

1. To compare the children's reactions to the experiments with their "I. Q."

2. To compare results obtained with the different races to which the experiments were given.

The general consideration, in this chapter, of the nature and importance of Self-Control, as well as of the possibility of training in this virtue, has suggested the problem of the present thesis.

The problem is: What is the attitude of children of the seventh and eighth grade toward Self-Control?



## CHAPTER TWO

## CHAPTER TWO

### Work in the Field.

A survey of the work in the field indicates a tendency toward a study of the characteristics of this trait. It also shows an increase in the emphasis placed upon the cultivation of the virtue of Self-Control. Although for years individuals have been characterized by various outstanding traits, it is only in recent years that many psychologists and educators have realized the importance of a strong character both for the individual and the community at large, and have made efforts through experimental studies to determine the character of an individual and what steps can be taken to improve it where necessary.

E. Webb, in Character and Intelligence, published in the British Journal of Psychology Monograph Supplement in 1915, stated that he found profound intelligence more closely associated with a calm temperament, much less egoism, deeper social qualities, mental activity, and purposive performance of duty, while quick intelligence correlated more highly with a morbid, emotional set or temperament, strong egoism, lighter social qualities, and bodily activity and pursuit of pleasure. The will or persistence, Webb holds, is the general factor, and it permeates all traits, such as persistence of motives. He re-

gards stability of emotion as negative aspects of this general will factor. His study shows high correlation between will and moral qualities and deeper social virtues and a high negative correlation with instability of emotion.

G. S. Gates, in 1923, published in the Journal of Educational Psychology volume fourteen, An Experimental Study of the Growth of Social Perception. He studied the growth of ability to interpret emotional expressions in other people. Four hundred fifty-eight children from three to fourteen years old, varying greatly in social status, were shown six photographs representing emotions. The interpretations were recorded verbatim. There was a gradual increase with age in ability to interpret. Children of like age but of different social status varied considerably. Sex differences were not found.

A. T. Poffenberger and F. L. Carpenter in 1924, published Character Traits in School Success in the Journal of Experimental Psychology, volume seven. Ninety-seven children of the sixth, seventh, and eighth grades were used in this study. The correlation between their school success, as estimated by three teachers, and their Intelligence Quotient range were found. They were divided into two groups, thirty-three whose school success was greater than their Intelligence Quotient would warrant, and thirty-three whose success was less than the Intelligence Quotient warranted. The two groups were given the Will Temperament test. The conclusion drawn from the results obtained is that the possession of such traits as perseverance,

freedom from load, great care of detail, etc., make for success while neglect of detail, lack of flexibility, motor inhibition, etc., characterize failure.

S. D. Proteus in 1924, published Temperament and Mentality in Maturity, Sex and Race, in the Journal of Applied Psychology volume eight. In the study of the Portuguese, Chinese, and Japanese, Proteus found no significant difference in intelligence. In the maze test which involves foresight, prudence, self-control, etc., comparatively wide differences were found. Up to ten years of age the Japanese were superior to the Americans. The Japanese surpass the Chinese and Portuguese in persistence, resistance, and suggestibility, mental alertness, and power to inhibit.

G. M. Lowe and M. E. Shimberg in 1925, published A Critique of the Fables as a Moral Judgment Test in the Journal of Applied Psychology, volume nine. In this study they compared the achievements of delinquent children with their conduct records. They concluded from the results obtained that the ability to give correct moral judgment correlates more with general intelligence than moral concept.

In 1925, C. W. Fleming published in the Teachers College Contribution to Education, Number 196, a study of A Detailed Analysis of Achievement in High School, Comparative Significance of Certain Mental, Physical, and Character Traits for Success. He found in testing twenty-seven junior high school and thirty-three senior high school pupils with the Will Tem-

perament test, that school marks correlate higher with intelligence, school attitude and industry, while leadership is more closely associated with energy and will.

In 1927, G. B. Watson published, Some Attempts to Measure Results of Summer Camps in the Religious Education, volume twenty-two. Tests on ethical ideals in athletics, on attitudes, on health knowledge, etc., were given to the boys when they entered the camp and when they left. Over five hundred boys in eleven camps were tested in 1925, and over twelve hundred in twenty-five camps in 1926. Results for 1925 showed that fifty-five per cent of the boys gained, forty per cent lost, and five per cent made no change. In 1926 the results were practically the same. The factors contributing to the efficiency of the camps were found in the quality of the leaders employed and the training given.

W. E. Slaght, in 1928, published, Untruthfulness in Children, Its Conditioning Factors and Its Setting in Child Nature. In this study he found the untruthful child, uninhibitive, unstable, and quick to react.

Sister M. Rosa McDonough published in 1929 An Empirical Study of Character. This is not only a recent study but it is also a very thorough survey of the study of character from the psychological viewpoint. She concluded that the general factor of character is probably the will and the group factor may be the emotional element.

In Studies in Service and Self-Control by Hugh Hartshorne

and Mark May published in 1929, results of their investigations made of self-control through tests of another type are recorded. It was apparent from the data they obtained that the brighter pupils did not learn the habit of self-control. They attribute this defect to the fact that maybe the efforts to inculcate the habit had not been stressed. It was also found in their investigations that girls surpassed the boys in persistence and inhibition scores and relation between age and inhibition is slight and variable.

Other studies have also been made which testify that knowledge does not guarantee right conduct. This study showed that conduct is not only preceded by knowledge but also motives which influence the will to act. The aim of the educators should be to find out and also direct the tendencies of human nature.

In the Public Schools of the United States, the first attempt to develop a Character Education program was begun as late as 1890. In the course some religious training was given by the principal. This form of training rapidly disappeared as soon as the state did not permit religious training in the public schools. The first movement, started after this in the public schools, to develop character traits was the work of Jane Brownlee.

In 1901, Miss Brownlee of Toledo, Ohio, realized that the discussion of traits was only a part of a good method. Instruction, practice, and attitude are needed to make the training

permanent. Miss Brownlee's method has been explained in a book entitled "Character Building in the School", published in 1912. She shows in her plans that she thoroughly understands children. This plan included a five minute talk each morning on some trait. A month was given to the discussion of each trait. She organized the school into a city, each room being a ward. Elections were held each term. Four officers were elected, mayor, sanitary chief, treasurer and city clerk. In addition to these, inspectors were appointed by the sanitary chief. There were seven of these inspectors each having charge of two rooms, or wards. All these officers formed a council and at stated times met with the principal to receive instruction in parliamentary law, and to confer with her in regard to care of the building. They were given the opportunity to offer suggestions as to what result their observation would improve the condition of the city and the well being of all. There was a meeting of all the pupils in the auditorium once each month to hear reports and any complaints. Miss Brownlee's system has many features which can be used with excellent results today.

In 1903, M. A. Cassidy, superintendent of the schools of Lexington, Kentucky, started a plan in which the children were inspired by stories that had been read and discussed. In the upper grades, after the stories had been read, discussed, and the ideas used further in compositions, the children were asked to rate the story. If it met with their standards, it was put in the "Book of Golden Deeds." In the lower grades, pictures

were used in place of stories. Usually awards were given to those that had the best book. In this plan fifteen minutes were taken each day for the study of the virtue or trait. The name of the virtue or trait was placed on the blackboard and the children told and discussed stories related to it. At the conclusion, a vote was taken to see whether or not the story was to be placed in the "Book of Golden Deeds". The teacher was advised to have a fund of material on hand to supplement that bought by the pupils. In this course there were twenty-six lessons dealing with such topics as; cleanliness, politeness, gentleness, affection, and temperance.

In 1909, the Character Development League of New York City furthered the use of James T. White's book, "Lessons in American Biography". The trait was brought to the child's attention through examples taken from the lives of leading men. There were 31 traits discussed. In the study of each trait the following steps were taken; definition, interpretation, elucidation, and training examples, application, literature, and inspiration. There were various traits for each grade.

In 1914, the Pathfinders of America started work among the prisoners of the jails in this country. Mr. J. F. Wright was the founder. He claimed that a desire should be built up, and that there should be a system of reasons to support this desire before it became a new habit. He argued that Character Education should have a special teacher. Self-Control was one of the traits listed for their lectures.



In 1916, William J. Hutchins, President of Berea College, published the "Children's Code of Morals for the Elementary Schools". Ten laws were specified in this code and self-control was the second. This code has become the basis of instruction for several systems of Character Instruction, such as the "Five-Point Plan" and the "Boston Plan". The "Five-Point Plan" is the system so called by the Character Education Institution of Washington, D. C. This organization is the result of ten years of scientific educational research. The five points are as follows;

1. The children are organized into a classroom character club, for the sake of experience in group activities and for cooperation with the teacher in making success of the classroom work. (Emphasis is twenty per cent.)

2. The children's Morality Code is used for reference when acts of conduct occur which are valuable for discussion. The lower grades use the ideas within their grasp and the last two years use the complete code. (Emphasis is ten per cent.)

3. Character projects for the development of right habits are used which consist of home chores with records kept by the pupil and also the committee in various phases of school activities. There are committees on decorations, health, sportmanship, book exchange, etc. (Emphasis is thirty per cent.)

4. Character motives and incentives. The civilization motive is used and children are led to see that they are inheriting the cumulative results of the ages. This makes their duty

clear. They must conserve, develop, and pass on the civilization that they have been handed down from the past. (Emphasis is thirty per cent.)

5. Character Charts and diagnosis of the development in character. These records are placed on file and used to aid in guidance problems. If unsatisfactory the pupil may be refused graduation as appropriately as when the intellectual work is of low standard. (Emphasis is ten per cent.)

The "Boston Plan" is a course which is organized on the basis that regard for the common weal, and for justice is eminently necessary in a democracy. To many foreigners coming to the port of Boston such lessons are particularly appropriate. The method used in the Boston Plan is a combination of both direct and indirect methods. We find that fifteen minutes each morning are used for the discussion of certain virtues. Two weeks are given to the treatment of each trait, supplemented with a study of the Code. Incidents, events, or personal characteristics may be stressed and thus associated with the virtue which is at the time under consideration. It is obvious that definite planning in advance by the teacher is necessary in order that certain events or personalities may be studied at appropriate times. Thus we see the combination of the direct and indirect methods proposed. The school committee of Boston also published a monthly magazine which consisted of separate articles under each grade and some additional contributions from the special rooms and the high schools. This made the

work concrete. Perhaps no other city has done more than Boston in planning for instruction in character development. •

In 1922, the Iowa Plan which is based upon the indirect method, making use of situations and projects rather than traits was started. Three methods of attack are given; the use of notebooks with such a suggestive title as "Things Which Make Life Worth While", the socialized recitation, and the project method. Into the book are placed quotations and illustrations by the child. In the socialized recitation reference is made to "The Golden Circle". The project method is carried on with activities. This plan was arranged to meet the needs of the various periods. Ideas being the thought kept in mind when planning for the adolescent. In 1922, the Five-Point Plan of the Character Education Institute of Washington, D. C. was introduced. However, in the last years of schooling the Children's Moral Code was used. The Five-Point Plan has also been introduced in Nebraska.

In 1924, Boston formulated "A Course in Citizenship Through Character Development", which included a discussion of an ideal citizen, a statement of desirable traits and the Hutchins Code of Morals, was used. In 1924, the Knighthood of Youth Plan was introduced by Dr. John H. Finley into twelve schools of New York. This plan was also used in Salt Lake City, New York, and some of the schools in Chicago.

In 1925, Agnes Boysen, principal of the Lyndale School of Minneapolis, stressed the grading of pupils' conduct rather

than the academic subjects. Self-control is listed on the card as one of the traits of conduct. The children are told that if they gain the desirable character trait, everything else will follow. They found that by stressing the traits, the children began to improve. In 1925, a pamphlet, "A Basis of Character Education", Colliers Code, was also introduced.

In 1926, Oakland, California published "Building Character Through Activities". In 1927, a pamphlet on Character Education also appeared in New Hampshire. The organization of this pamphlet centered around the four cardinal virtues given in Plato's republic; wisdom, self-control, courage, and justice. The method is indirect, but includes examples, information, appreciation, instruction, and participation as a means of approach.

In 1930, a manual of Character Education was published in Oregon. The 75 traits were listed in three groups. In this same year a committee of six presented a plan for the Pittsburgh schools. In this course self-control was listed for second grade. In 1930, Pontiac, Michigan also put stress in the regular academic subjects upon the idealistic and unselfish and purposeful way of life. Life situations have been introduced in two ways; by the use of inspirational literature and biography, and by the use of life problems for discussion.

Some of the books that have been compiled to help further the field of character education in the phase of inspirational work are as follows; "What Would You Have Done" by Vernon Jones,

"Studies in Conduct" by Hague Chalmers Kelly, "Citizenship Readers" by various authors, a pamphlet form "The Egan Monthly Service of Character Training" in which the Hutchins Code is used, the "Atlantic Readers" by Randall Condon, "Conduct Problems in the Junior High School" by Elvin Fishback and Kirkpatrick. Another recent book of this nature is "Character and Conduct" published by the Board of Education of Los Angeles which follows the Iowa Plan.

The Dearborn School of Chicago has a direct plan of teaching character through precept and discussion in the upper grades. Self-control is among the list of traits for discussion. The Onohan school has a direct plan based on teaching traits through rating cards. January is the month in which self-control is stressed according to their program. The Scanlan and Gompers schools use the Children's Code of Morals. The Volta school uses the direct and indirect methods of Character Education. The trait of self-control is one of the traits on their list.

An investigation was made with the children of the following schools in Chicago. They were asked to write compositions and tell what they admired in their friends. In the Cleveland school only .9% mentioned self-control and 6% of the Jackson school mentioned this trait. The average number of these two schools that mentioned self-control was 28. In the Doolittle, the Lewis and the Portage Park where this same experiment was attempted, not one of the entire number mentioned self-control.

These results show a great deficiency in the knowledge of this basic virtue.

The teacher training schools for other than our Catholic schools are being convinced that the pupils in our schools who are to be the future citizens of the nation are not receiving the necessary training in Character Education. Steps have been taken to initiate courses in teaching of ideals, especially for those who are preparing for the teaching profession.

In the Catholic schools, however, this may not be as necessary, as ideals as well as motives for their actions have been furthered since their very beginning. The actions of the pupils have not merely been studied as actions but also the motive which is behind each act. These motives are based upon their faith in God. Certainly, in the formation of character nothing can take precedence over motive. It determines the students' attitude toward life. The work in our Catholic schools is entrusted to the religious who are striving to imitate as closely as possible their Ideal. The preparation for their life has inculcated in them as many of His worthy traits as possible. Their aim has been to bring before the pupils the principles of character and conduct which they have been trying to imbue into their own life so that it may influence those with whom they deal to strive to imitate the Ideal.

### CHAPTER THREE

## CHAPTER THREE

### The Procedure

Before testing the children's idea of self-control, the first step taken was to give the Otis Group Intelligence Test Form A. The test was administered to the seventh and eighth grade classes of three schools in different localities. The first one which in future reference will be designated as "A", comprised a group of children over 90% of which were of the Jewish race. The second school which is designated as "B", had classes in which the children were descendents of several nationalities. Some of the peoples that predominated in this group were; Italian, Polish, Swedish, German, and Norwegian. In the third school referred to as "C", over 90% of the children were of the colored race. Before further testing was attempted, the pupils of the various classes were ranked in order according to the intelligent quotient obtained in the group test. Those obtaining the highest score were numbered one. This was followed by the administration of tests and stories.

The first test to be given was a preliminary one of an elementary nature which required no more than "yes" or "no" for an answer. In this test, a copy of which will be found in the appendix on page 1, five descriptions of situations that



would be typical of what might arise in the life of a child of this age level were given. After reading these, they were asked whether or not self-control was used in each particular instant.

In three of these incidents, the correct replies were negative while the other two were affirmative. The incidents gave illustrations of situations involving the following; restraining one's temper and tongue in a game, persevering in duty even though you are being called away by playmates, resisting temptations of making cutting remarks in case of jealousy, crying and saying ugly things when your own inclinations are not followed, and finally following what you know is right even though those about you are doing the opposite.

This was followed by test II, a copy of which will be found on page 3 of the appendix, which was given to obtain data on the value children placed upon this trait in relation to several other traits. In this test each child was given a copy of the list of the following traits; reliability, obedience, industry, self-control, judgment, punctuality, initiative, personal habits, thrift, and honesty. The children were asked to list these traits in order of their importance as they judged them.

The third test given was a description of the actions of a troublesome child. After the children had read silently, the account of her tantrums, which were all resultants of the lack of self-control, the question was asked, "What advice would you

give Mary?" The aim of this portion of the experiment was to see what percentage of the children would recognize that it was self-control that Mary lacked. A copy of this test will be found on page 4 of the appendix.

These performances were followed up by the reading of several stories in which the boys and girls would be interested. They were taken from the childhood experiences of stimulating heroic characters such as; Louisa Alcott, Peter the Great, Lord Nelson, and Thomas Edison. The stories had previously been tried out in experimental form and were found to be of interest to boys and girls. The vocabulary difficulty of these stories had also been analyzed according to the Buckingham Dolch word list. The words of the stories did not surpass those of the seventh grade difficulty. Each pupil received his own individual copy of each story. After they had read the stories silently, they were asked to answer the questions that followed each story. The aim in doing this was to obtain an estimation of the children's attitudes toward various questions regarding self-control.

The first story, a copy of which will be found on pages 5-10 in the appendix was, "A Boy Who Became Czar." This story was taken from facts in the "History of Peter the Great." The aim in giving this story to the children to read was to see whether or not they admired characters in which self-control was not lacking and if they were able to recognize this trait as the incentive of their admiration. Do they realize the influence

one possessing such a trait has upon his comrades? Are they able to recognize that self-control is a power of success?

The second story was, "How Edison Lost His Hearing." A copy of this story will be found on pages 11-14 of the appendix. It was taken from "Edison, His Life and Inventions," by F. L. Dyer and T. C. Martin. The aim in giving this story was to see if the children knew who was really responsible for a person losing his temper. If they know where the responsibility lies they will be more cautious when the temptation to anger comes within their own experience. Are they able to realize the evil effects resulting from the lack of self-control on the part of the individual?

The third story was, "Two Sisters Plus One Rocking-Chair Yields What?" A copy of this story will be found on pages 15-18, of the appendix. This story was taken from an incident in, "Louisa May Alcott", by Belle Moses. The aim in presenting this story to the children was to see if they knew that the possession of self-control by the individual was the preventive of the disputes and the avoidance of unpleasant happenings. Did they admire the elders possessing this trait?

The fourth story was, "Lord Nelson, a Hero at Sea." This incident is taken from, "The Life of Nelson", by Robert Southey. A copy of this story will be found on pages 19-23 of the appendix. The aim in giving this story was to see if they were able to detect the character's battle with self-control. Also were they able to see the influencing power of the victory

resulting, had upon the character of the individual.

The fifth story that was presented to the children was, "Showing Off", a copy of which will be found on pages 24-29 of the appendix. This incident was taken from, "Boyhood of Edison", by F. L. Dyer and T. C. Martin. The aim in giving this story was to see if they were able to distinguish self-control when contrasted with pride. Also were they able to see the value of self-control as a trait of character in an individual in the business world.

The point of conclusion to be obtained from these investigations is to see whether or not pupils of the seventh and eighth grades are really progressing with the idea of Self-Control that should be characteristic of all in a group. Some writers have been complaining of the laxity in regard to the development of this fundamental trait of character. Self-control is an important trait of an individual's character especially after he departs from the school routine. It should be realized so thoroughly by the pupil that it will transfer to the more complex situations he will meet in daily contacts after he does go out to follow a career.

Therefore, if these tests reveal the absence of opportunities being given the pupils to understand and appreciate the trait of self-control, a more thorough attempt should be made to create interest and to increase knowledge of the advantages of this virtue. This will be necessary if the pupils are to receive a liberal and complete education which will enable

them to leave the school prepared to meet the situations that will confront them in later life.

## CHAPTER FOUR

## CHAPTER FOUR

### Results of the Experiment.

In tabulating the results of these investigations, an average number of 35 pupils was used for each group. Reactions to all the tests had been received from this number in each grade. Therefore, a more uniform comparison could be made of the results obtained by the various groups tested. In computing the results those who gave correct answers were designated as positive, and those who gave incorrect answers or who did not attempt to give their ideas were designated as negative.

In school "A", which was comprised of pupils 90% of whom were of the Jewish race, the intelligent quotients obtained by the individuals of the group ranged from 97 upward to 130, for the seventh grade and from 101 upward to 120 for the eighth grade. In these two classes two of the seventh grade class were the only ones with intelligence quotients below 100 according to the results obtained in the group test.

The results obtained by this group in test I were as follows; 31 positive and 4 negative for the seventh grade and 35 positive for the eighth grade. In test II, 20 of the seventh grade class placed self-control in first place while in the eighth grade class of this district only one placed it first. Table II will show the distribution of these and the remaining

number of this group. In test III 27 of the seventh grade were positive and the remaining 8 were negative, while in the eighth grade 19 were positive and 16 were negative.

The aim in presenting the first story was (a) to obtain an estimate of the pupil's ability to admire characters who possessed the characteristic trait of self-control and also recognize that it was the incentive of their admiration, resulted as follows; seventh grade 10 positive and 25 negative, and in the eighth grade 19 positive and 16 negative; (b) to see how many realized the influence the personality of one person had upon his comrades, resulted identical for the seventh and in the eighth grade, 27 positive and 8 negative; (c) to obtain an estimate of their power to recognize the possession of self-control by a character was a power of success, resulted as follows; seventh grade 5 positive, 30 negative, and in the eighth grade 11 positive and 24 negative.

The aim in presenting the second story was (a) to obtain an estimate of their ability to understand who really is responsible for a person losing his temper, resulted as follows; seventh grade 6 positive and 29 negative, eighth grade 13 positive and 22 negative; (b) to test their power to recognize the evil effects resulting from the loss of temper, resulted as follows; seventh grade 17 positive, 18 negative, and in the eighth grade 28 positive and 7 negative; (c) to test their ability to see that the lack of self-control on the part of the individual had unfavorable effects, resulted as follows;



seventh grade 3 positive, 32 negative, and in the eighth grade 9 positive and 26 negative.

The aim in presenting the third story was (a) to obtain an estimate of their ability to see that the possession of the trait of self-control was a preventative of disputes, resulted as follows; seventh grade 35 negative, and in the eighth grade 2 positive and 33 negative; (b) to see how many realized that it was also an avoidance of unpleasant happenings, resulted as follows; seventh grade 35 negative and in the eighth grade 2 positive and 33 negative; (c) to obtain an estimate of their power to recognize and admire this trait in elders, resulted as follows; seventh grade 11 positive, and 24 negative, and in the eighth grade 20 positive and 15 negative.

The aim in presenting the fourth story was (a) to obtain an estimate of the students' power to detect the character's battle with self-control, resulted as follows; seventh grade 17 positive, 18 negative; and in the eighth grade 14 positive and 21 negative; (b) to obtain a knowledge of their ability to see the influencing power self-control had upon victory, resulted as follows; seventh grade 21 positive, 14 negative, and in the eighth grade 25 positive and 10 negative; (c) to obtain an estimate of their ideas of the effects it had upon the individual, resulted as follows; seventh grade 9 positive, 26 negative, and in the eighth grade 21 positive and 14 negative.

The aim in presenting the fifth story was (a) to obtain an estimate of their power to distinguish self-control when

contrasted with pride, resulted as follows; seventh grade 25 positive and 10 negative, and in the eighth grade 34 positive and 1 negative; (b) to obtain a knowledge of the pupils' ability to detect this trait in a character as a cause of admiration of elders, resulted as follows; identical for the seventh, and in the eighth grade 5 positive and 30 negative; (c) to obtain an estimate of the value they realized self-control had in the business world, resulted as follows; seventh grade 34 positive, 1 negative, and in the eighth grade 35 positive.

In school "B" which comprised pupils who were descendents of various nationalities, the intelligent quotients obtained by the individuals in this group ranged from 79 upward to 133 in the seventh grade and from 93 upward to 129 in the eighth grade. In the seventh grade class 14 were below normal and in the eighth grade class there were 6 below normal.

The results obtained by this group in test I were as follows; seventh grade 31 positive, 4 negative, and in the eighth grade 34 positive and 1 negative. In test II, 7 of the seventh grade and 15 of the eighth grade placed self-control first. Table II will show the distribution of these and the remaining number of this group. In test III, 12 of the seventh grade were positive and 23 were negative, and in the eighth grade 15 were positive and 20 negative.

The aim in presenting the first story was (a) to obtain an estimate of the pupils' ability to admire characters who possessed the characteristic trait of self-control and also recog-

nize that this trait was the incentive of their admiration, resulted as follows; seventh grade 8 positive, 27 negative; and in the eighth grade 22 positive and 13 negative; (b) to obtain a knowledge of their ability to realize the influence the personality of one person had upon his comrades, resulted as follows; seventh grade 12 positive, 23 negative, and in the eighth grade 34 positive and only 1 negative; (c) to obtain an estimate of the pupils' power to recognize the possession of the trait of self-control by a character as a power of success, resulted as follows; seventh grade 7 positive, 28 negative, and in the eighth grade 14 positive and 21 negative.

The aim in presenting the second story was (a) to obtain an estimate of their ability of recognizing who is really responsible for a person losing his temper, resulted as follows; seventh grade 4 positive, 31 negative, and in the eighth grade 10 positive and 25 negative; (b) to test their ability to recognize the evil effects of loss of temper, resulted as follows; seventh grade 22 positive, 13 negative, and in the eighth grade 25 positive and 10 negative; (c) to obtain a knowledge of their ability to see that the lack of self-control on the part of the individual had unfavorable effects, resulted as follows; seventh grade 2 positive, 33 negative, and in the eighth grade 8 positive and 27 negative.

The aim in presenting the third story was (a) to obtain an estimate of their ability to see that the possession of the trait of self-control was a preventative of disputes, resulted

as follows; seventh grade 1 positive, 34 negative, and in the eighth grade 35 negative; (b) to test their power to see that it was also an avoidance of unpleasant happenings, resulted as follows; seventh grade 3 positive, 32 negative, and in the eighth grade 5 positive and 30 negative; (c) to obtain knowledge of their power to recognize and admire this trait in elders, resulted as follows; seventh grade 11 positive, 24 negative, and in the eighth grade 17 positive and 18 negative.

The aim in presenting the fourth story was (a) to obtain an estimate of the students' power to detect the character's battle with self-control, resulted as follows; seventh grade 17 positive, 18 negative, and in the eighth grade 28 positive and 7 negative; (b) to test their ability to see the influencing power self-control had upon victory, resulted as follows; seventh grade 27 positive and 8 negative, and in the eighth grade 15 positive and 20 negative. (c) to obtain an estimate of their idea of the effects it had upon the individual, resulted as follows; seventh grade 13 positive, 22 negative, and in the eighth grade 17 positive and 18 negative.

The aim in presenting the fifth story was (a) to test their power to distinguish self-control when contrasted with pride, resulted as follows; seventh grade 21 positive, 14 negative, and in the eighth grade 31 positive, and 4 negative; (b) to obtain an estimate of their ability to detect the trait in the character as a cause of admiration of elders, resulted as follows; seventh grade 6 positive, 29 negative, and in the

eighth grade 6 positive, and 29 negative; (c) to obtain a knowledge of the value children realized self-control had in the business world, resulted as follows; seventh grade 30 positive, 5 negative, and in the eighth grade 33 positive and 2 negative.

In school "C" which comprised pupils 90% of whom were of the colored race, the intelligent quotients obtained by the individuals in this group ranged from 87 upward to 115 for the seventh grade class and from 84 upward to 119 for the eighth grade class. In the seventh grade class 12 were below normal and in the eighth grade class 21 were below normal according to the results obtained in the group test.

The results obtained by this group in test I were as follows; seventh grade 29 positive and 6 negative, and in the eighth grade 31 positive and 4 negative. In test II, 14 of the seventh and 9 of the eighth grade placed self-control first. Table II will show the distribution of these and the remaining number of this group. In test III, 8 of the seventh grade were positive and 27 were negative, and in the eighth grade 15 were positive and 20 negative.

The aim in presenting the first story was (a) to obtain an estimate of their ability to admire characters who possessed the characteristic trait of self-control and also recognize that it was the incentive of their admiration, resulted as follows; seventh grade 9 positive, 26 negative, and in the eighth grade 10 positive and 25 negative; (b) to test their ability to realize the influence the personality of one person has upon

his comrades, resulted as follows; seventh grade 12 positive, 23 negative, and in the eighth grade 14 positive, and 21 negative; (c) to obtain an estimate of their power to recognize the trait of self-control in a character as a power of success, resulted as follows; seventh grade 35 negative, and in the eighth grade 5 positive and 30 negative.

The aim in presenting the second story was (a) to obtain an estimate of their ability of knowing who is really responsible for a person losing his temper, resulted as follows; seventh grade 6 positive, 29 negative, and in the eighth grade 6 positive and 29 negative; (b) to test their ability to recognize the evil effects of losing one's temper, resulted as follows; seventh grade 16 positive, 19 negative, and in the eighth grade 18 positive and 17 negative; (c) to obtain an estimate of their ability to see that the lack of self-control on the part of the individual has unfavorable effects, resulted as follows; seventh grade 6 positive, 29 negative, and in the eighth grade 12 positive and 23 negative.

The aim in presenting the third story was (a) to obtain an estimate of their ability to see that the possession of the trait of self-control was a preventative of disputes, resulted as follows; seventh grade 35 negative and in the eighth grade 1 positive and 34 negative; (b) to test their power to see that it was also an avoidance of unpleasant happenings, resulted as follows; seventh grade 35 negative, and in the eighth grade 2 positive and 33 negative; (c) to obtain a knowledge of their

power to recognize and admire this trait in elders, resulted as follows; seventh grade 6 positive, 29 negative, and in the eighth grade 13 positive and 22 negative.

The aim in presenting the fourth story was (a) to obtain an estimate of the students' power to detect the character's battle with self-control, resulted as follows; seventh grade 22 positive, 13 negative, and in the eighth grade 20 positive and 15 negative; (b) to test their ability to see the influencing power self-control had upon victory, resulted as follows; seventh grade 16 positive, 19 negative, and in the eighth grade 8 positive, and 27 negative; (c) to obtain an estimate of their ideas of the effects it had upon the individual, resulted as follows; seventh grade 13 positive, 22 negative, and in the eighth grade 13 positive and 22 negative.

The aim in presenting the fifth story was (a) to test their power to distinguish self-control when contrasted with pride, resulted as follows; seventh grade 19 positive, 16 negative, and in the eighth grade 31 positive and 4 negative; (b) to obtain an estimate of their ability to detect the trait in a character as a cause of admiration of elders, resulted as follows; seventh grade 9 positive, 26 negative, and in the eighth grade 11 positive and 24 negative; (c) to obtain a knowledge of the value they realized that self-control had in the business world, resulted as follows; seventh grade and eighth grade 33 positive and 2 negative.

## CHAPTER FIVE



## CHAPTER FIVE

### Psychological Factors Indicated in the Results

"Human action is determined by insight or understanding."  
(1:Allers:42).

Lack of insight is very often responsible for misconduct. As more complex situations present themselves, more insight or understanding is necessary to foresee the consequences of the action. The need of an increase in this ability is shown by contrasting the results obtained in test I, which was of a simple nature with those obtained in the other tests which were of a more complex nature. The results of test I in which the situations presented were of an elementary nature, requiring no more than "Yes" or "No" for an answer, for the greater number of groups were very close to having perfect scores. The eighth grade class of school "A" had a perfect score as the total number, 35, responded with correct answers. This group was followed by the eighth grade class of school "C" in which the results obtained were 34 positive and 1 negative. The three groups which follow these in rank have identical scores, 31 positive and 4 negative. They were the seventh grade classes of schools "A" and "B" and the eighth grade class of school "C". The class having the lowest total was the seventh grade class of school "C". Their score was 29 positive and 6 nega-

tive. With the exception of this last class, most of the children seem to have been able to give the correct decisions in the elementary situations, but these favorable results have not been obtained in the more complex situations presented to these same children for solution. It remains for education to right this situation to a certain extent by giving more opportunities to foresee and judge consequences.

"An individual should have an appreciation of the value of moral life." (33:Moore:389).

Self-control is the basic virtue of moral life. What appreciation of value do the pupils have of this virtue? The results obtained in test II will aid in determining the answer to this question. It was found that the seventh grade class of school "A" ranked first in this respect as 57% of this group placed self-control first in relation to the other traits. The class that followed next in rank was the eighth grade class of school "B" in which 42% placed it first in rank. Following this class was the seventh grade class of school "C" in which 40% placed self-control first. The eighth grade of school "C" followed next with a total of 25% putting it in first rank. The seventh grade class of school "B" occupies the next place with 20% placing self-control first. This was followed by the eighth grade class of school "A" in which only 8% placed it first. The results of these tests certainly show the variety of opinion regarding the value of this trait in relation to other traits. The trait which in many cases preceded self-con-

trol in their value estimation was obedience. This is due, perhaps, to the fact that this is a trait which is foremost in the minds of many children because they have heard more about this trait in their past experience. The total number of the entire group that realized the value of this trait above others was 68 but the remaining 142 showed a lack of this knowledge and training is needed in the appreciation and value of this trait if it is to become part of their volitional action.

In order to understand character, a clear conception of the facts antecedent to and determining action is necessary. Memory and individual experiences do not remain without effect in the external world. They are the antecedents of acts. Memories of former experiences should be such that the pupils are furnished with ideas from which a suitable selection can be made in guiding action toward the ideal end. They should not only know what is to be done but also how to do it.

"A supply of ideas of the various movements that are possibly left in the memory by experience of their involuntary performance is thus the first prerequisite of the voluntary life." (22:James:487).

The first factor of decisive importance in character is the individual's predisposition. What responses have been conditioned by their past experiences? The past experiences are left in the memory and constitute their association of ideas.

The influence of early environment and the principles instilled in childhood are important factors in the development of character. The children should be led to understand the

motives of actions.

"The most important means of education is the formation of motives." (29:Lindworsky:157).

In school the most important motives corresponding to age should be inculcated in the child. The teacher may introduce the motive and the children may experience it."

"An exhaustive study of child conduct and motives yields a remarkable number of conclusions helpful to an understanding of the bases of character and the factors largely responsible for its formation." (1:Allers:79).

Human conduct is the relation of the individual to his environment. What has been the child's relation to his environment? Has the association of ideas resulting from the training that he has received of avail and will they carry over in later life? The training will be of value in later life if it has a motive. Purely external training is haphazard and of no avail. It is very difficult to gain a serviceable motive through corporal punishment. The results obtained in test III gave information regarding the ideas that the children had of what action should be taken in the case. These answers listed are the types of responses given by those who did not advise Mary to use self-control. They are as follows;

1. "send to bed without supper."
2. "threaten with a cold shower."
3. "let her cry."
4. "should be whipped."
5. "put in an orphanage."
6. "given a socking and put in paper basket."

7. "shake and put in corner."
8. "father spank in front of class."
9. "whipping and put out of room."
10. "put in dark place."

These ideas that the children have of what should be done with Mary show that in their own past experience they have not been presented with an understanding of the motives behind action, but were given some form of external punishment without reasoning which may last only as a temporary measure and may not carry over sufficiently to actions of later life. It also has left the wrong idea impressed upon their intellect. Such associations as these may be one of the primary causes of the lack of self-control in the conduct of so many of the youth of today.

However, the primary aim in giving test III was to see how many would have the ability to realize that it was self-control that was needed in Mary's particular case. The results obtained in this test showed that no definite conclusions could be drawn regarding the various ranges of intelligence and those who were able to detect the lack of self-control in the character of this troublesome child. The results confirm the fact that the importance of the environment upon character cannot be overestimated. This test was given to children of the same age and grade level, living in three different types of localities and under different levels of environment. Those who lived in better environment, where the code of morals was

higher surpassed the others, in the correct results obtained.

In the seventh grade class of school "A" where there were 2 of the number with an intelligence quotient below 100, 77% of the group were able to see that the child should acquire the trait of self-control. Of the two with the intelligence quotients below 100, one gave a positive answer and the other gave a negative answer. In the eighth grade of this same school where the intelligence quotients of all were above 100, only 54% of the group gave the valuable advice. It seems from the results obtained by this group that the chronological age and the extra year of experience does not add to the improvement of the attitude of the group toward this trait. This would be the conclusion drawn if decisions were to be made upon results from this group. It was found when a contrast was made among all the groups that there is a slight improvement in the eighth grade classes as is shown in table IV. In this same test it was also found that in all of the groups the girls surpassed the boys in obtaining better scores for their responses. The distribution of the responses of the boys and girls to this test is found in table III.

The children of school "B" are not fortunate enough to be enjoying the better environment that the children of school "A" have the pleasure of enjoying. In the seventh grade class of school "B" where there were 14 of the number who had intelligence quotients below 100, 34% of the group were able to detect the lack of self-control, while in the eighth grade class of

this school where there were 6 with intelligence quotients below 100, 42% were capable of giving the correct advice. The results obtained with these groups where the environment factor was not equal to those of the pupils of school "A" gave evidence again of the influence of the environmental factor upon the knowledge of character.

In school "C" which had the worst environment of the three schools, results obtained were still lower in average than those of school "A" or school "B". In the seventh grade class of school "C" where there were 12 with intelligence quotients below 100, only 22% gave the correct advice to the child, while in the eighth grade class in this school where there were 21 with intelligence quotients below 100, 42% gave the valuable advice to the child of acquiring the trait of self-control.

The results obtained in test III with the various groups confirm the conclusion that there is a tendency toward a great variety and irregularity of the children's ideas of what should be the remedy in such situations. "Successful action is the basis of proper choice." (29:Lindworsky:173). The percentage of children that have not the concept of self-control is too great. A way of remedying the situation to warrant more successful action is to see that they have a better idea of self-control, and realize and appreciate its value. Then when they are confronted with alternatives of choice they can resolve for themselves upon that which, as a result of their education, they have been able to realize as the most valuable. We can also

see from the results obtained in this test that the children were not led just by this situation to give their decisions, but also by situations in their own lives which had left an impression upon them. The examples of the past actions of others would serve as the stimulus for the actions the children would take in this situation. The severity of the corporal punishment is not genuine. The realities of life disclose the fallacies of corporal punishment in education. The false motives which are used in such cases soon fade away. The children should be led to realize the value of actions of self-control as such to himself and others and not from an unknown motive be urged to acquire the trait which will only last temporarily.

"If the children's minds are strongly imbued with a certain idea its natural effect is to incline the will to assent to it and reduce it to action." (23:Hull:108).

Therefore, the mind of the child should be imbued with the idea of self-control. So far the results show a lack of the idea of self-control as there were 96 of the total number that had the idea of what was needed and 114 gave negative responses to the situation. The class that obtained the best score was the seventh grade class of school "A". This school is located in the Jewish district where the environment is better and the advantages of acquiring this trait are more numerous. The class that scored the lowest was the seventh grade of school "C". This school is located in the colored district where the environment is the least wholesome and the advantages for general improvement are scarce.



When comparing the classes having the lowest totals for the first three tests, they were found to be as follows; test I, seventh grade class of school "C", test II, eighth grade class of school "A", test III, seventh grade class of school "C". Those classes having the highest scores for these same three tests are as follows; test I, eighth grade class of school "A", test II, seventh grade class of school "A", test III seventh grade class of school "A". These results confirm the fact that the knowledge is not unified in all respects in regard to the information of this trait of character. The last classes mentioned as having the highest scores as a whole have higher averages of intelligence quotients than the other groups but the successful results were not always adhering to those with the higher intelligence quotients.

"If we believe that admonition, the indication of faults, and the teaching of right principles of life can help man to build up a desirable character, and if above all we believe that man can learn by experience, then we simply are expressing our conviction that it is knowledge that plays the leading role in character formation." (1:Allers:40).

The five stories which were presented were followed by questions asked about situations given in the stories. This was done in order to obtain a rough estimate of the children's knowledge of the right principles of conduct applied to more complex situations. When compiling the results to the answers to the first question of story I, it was found that there was a lack of unified knowledge on the part of the students in ability to recognize and admire the trait of self-control and also know

that it was the cause of their admiration. They have not been led by previous experience to understand and appreciate the trait of self-control. In the seventh grades only 25% had this knowledge while in the eighth grades the results were higher due perhaps to their added year of experience. There were 48% of the eighth grades that gave the correct responses. Neither of these percentages were sufficiently satisfactory to warrant success as the children are not in a position to evaluate the trait when they do not realize it as such in situations.

The aim in giving the second question of story I was to see how many realized the importance the influence the individual had upon his companions when he possessed the trait of self-control. It was found that the eighth grade class of school "B" ranked first with 97% recognizing this fact and the two seventh grade classes of school "B" and school "C" had the lowest scores and were last in rank. However, in computing the percentage, 48% of the seventh grade classes and 71% of the eighth grade classes were capable of realizing the value of the influence of one companion upon another. Here again the eighth grade classes showed their increased ability due to their added experiences.

The aim in presenting the third question following story I was to see what percentage of the pupils had a knowledge of this trait as a power of success. It was found that only 11% of the seventh grades and 28% of the eighth grades were capable of knowing as the result of past experiences that the possession

and execution of this trait was a power of success. The eighth grade class of school "B" held the first place with 40% giving positive answers, while the seventh grade class of school "C" was lowest in rank as not one in the class was capable of recognizing this trait as a power of success. This situation will need to be remedied if success is to be warranted especially after the individual leaves the school routine.

The aim in presenting the first question of story II was to see how many pupils had the ability of recognizing who was really responsible for a person losing his temper. It was found from the results obtained that 15% of the seventh grade classes and 27% of the eighth grade classes were capable of knowing where the responsibility should rest. The eighth grade class of school "A" ranked first in this ability with 37% giving positive answers and the seventh grade class of school "B" ranked lowest with only 11% being capable of determining who was really responsible for a person losing his temper. Without an increase in the percentage of those who are more conscious of this fact there is a scant hope of remedying the improvement when there is not a realization of the fact by the individual who is really the controller of his own temper.

The aim of the second question of story II was to see what number was capable of realizing the evil effects resulting in the loss of temper. It was found that 52% of the seventh grade classes and 67% of the eighth grade classes were capable of realizing the evil effects resulting. The eighth grade class

of school "A" ranked first with 80% giving positive answers and the seventh grade class of school "C" ranked lowest as only 45% were able to foresee the unfavorable results of the actions. The ideas of the general group, however, do not indicate that there is sufficient knowledge and realization of the importance of the invaluable effects resulting from the lack of control of a person's temper. If they do not foresee the evil results of the loss of temper, they will not be liable to make the better choice of the alternatives of action.

The aim in presenting the third question of story II was to see if the children had a sufficient concept of self-control. It was found, however, that 10% of the seventh grade classes and 27% of the eighth grade classes were able to detect the lack of self-control on the part of the individual. It was the eighth grade class of school "C" that was first in rank with 34% having a better concept of self-control, while the seventh grade class of school "B" had the lowest rank with only 5% of the group being able to detect the lack of self-control in the character of the individual. These results show that the idea of self-control needs further development if the pupils are to acquire this trait as a characteristic trait of their personality.

The aim of the first question of story III was to see how many had the knowledge of the fact that self-control was a preventative of disputes. The percentage of correct answers to this question were very low as only .9% of the seventh grade

and 2% of the eighth grade were able to foresee the prevention of disputes by acquiring self-control. Both the eighth grade class of school "B" and the seventh grade class of school "C" had a totally negative score for the answers to this question. The eighth grade of school "A" ranked first with only 5% capable of realizing that the possession and execution of the trait of self-control would prevent unnecessary disputes. These results show the great lack of knowledge of the fact which is so very important in the life of the individual both for himself and the group at large.

The second question of story III was closely akin to the first one of the same story. The aim of this question was to see how many would know that the possession and execution of the trait of self-control would avoid some unpleasant happenings. It was found that 2% of the seventh grade classes and 8% of the eighth grade classes had a knowledge of this fact. The scores for the eighth grade classes of school "A" and school "C" were the same and they were first in rank with only 5% capable of seeing that the possession of this trait in a character was an avoidance of some unpleasant happenings. The seventh grade classes of school "A" and school "C" did not have one who attempted to answer the question. These results again confirm the lack of knowledge of the value of self-control as a character trait.

The next question of story III aimed to test their ability to recognize and admire this trait in elders. It was found

that 26% of the seventh grade classes and 47% of the eighth grade classes were capable of detecting and admiring this trait in their elders. The eighth grade of school "A" ranked first with 57% giving the correct responses and the seventh grade class of school "C" was lowest with only 14% of the group admiring the trait. The aim in presenting this question was to see how many admired this trait and would eventually imitate the actions of their elders. The percentage of correct answers did not rank very high and therefore did not give evidence that imitation was tending toward the very important goal.

The aim in presenting the first question of story IV was to see how many had the ability to detect the character's battle with self-control. It was found that 53% of the seventh grade classes and 68% of the eighth grade classes had the ability of realizing the battle the individual had with self-control. The eighth grade class of school "B" had the highest score with 80% of the number giving positive responses to the question, while in the seventh grade classes of school "A" and school "B", only 47% had the ability of arriving at the correct conclusions. These replies also served as a means of studying the pupil's concepts of self-control and the tendency seems to be that the concept of self-control as a characteristic trait has not been fully realized.

The aim in presenting the second question of story IV was to see how many had the ability to detect the influencing power of victory resulting because of the possession of this trait.

It was found that 49% of the seventh grade classes and 57% of the eighth grade classes had a knowledge of this fact. The eighth grade class of school "B" ranked highest with 77% of the group having this ability while the seventh grade class of school "C" ranked lowest with 22% of the total number giving correct answers. These replies showed that the pupils did not know the value and power this trait had upon the individual's success. A better appreciation of the value of the trait is needed if character education is to be more progressive.

The aim in presenting the third question of story IV was to test their power of seeing the result it had upon the individual. It was found that 38% of the seventh grade classes and 48% of the eighth grade classes were able to detect this fact. The eighth grade class of school "A" ranked highest with 60% giving correct replies, while in the seventh grade class of school "A" only 25% were capable of realizing the influence it had upon a person's career. These results again confirm the lack of the realization of the value of this trait.

The aim in presenting the first question of story V was to see how many were able to distinguish self-control when it was contrasted with pride, as characteristic traits of individuals. It was found that 61% of the seventh grade classes and 91% of the eighth grade classes had the ability to distinguish them. The eighth grade class of school "A" ranked first with 91% giving correct replies and the seventh grade classes of school "C" ranked lowest with 55% giving the correct responses. These re-

sults were another means of seeing the lack of extensiveness of their concepts of self-control. The percentages of correct answers to this question seem to be higher than other percentages. Whether it is because they have a clearer concept of pride or not is to be determined.

The aim in presenting the second question of story V was to see how many realized that the employer recognized this trait in a boy whom he employed. It was found that 19% of the seventh grade classes and 20% of the eighth grade classes were capable of giving correct responses. It was the eighth grade class of school "C" which ranked highest in this ability, while the seventh and eighth grade classes of school "A" had the lowest scores with only 11% of the group giving the correct decisions. These percentages indicate the necessity and the importance of reorganizing and encouraging the acquisition of a more thorough knowledge of this trait.

The aim in presenting the third question of story V was to see how many realized the value of self-control as a characteristic trait for a person in the business world. Here the percentages rose higher as there were 93% of the seventh grade classes and 97% of the eighth grade classes who realized the importance of this trait in the business world. The eighth grade class of school "A" ranked first with a score of 100% for the group, while the seventh grade class of school "B" was lowest in the rank with 85% realizing the importance of the trait in a career. These results show that they know it is necessary



to influence action, especially in the business world, but they will not be able to accomplish the goal satisfactorily until they have a better understanding of the characteristics of the trait of self-control.

The results obtained in these investigations gave evidence that there was a lack of consistency between the responses to the tests and the rank of the classes according to the intelligence quotients obtained in the group test. Those who had received higher intelligence quotients were not always the ones to give the correct responses. The variety of the responses given gave evidence that they were influenced by the association of ideas which had been a result of past experiences and environment. The most important factor which seemed to have an influence upon their decisions was the environmental factor. The percentages of correct responses decreased as the environmental influences decreased in nature. There was a very slight increase in the percentage of correct answers given by eighth grades over those given by the seventh grades. It did not warrant very much of an increase which may be due to their added year of experience. The results obtained by the various groups also have evidence throughout that the girls were consistently better than the boys, by giving more positive responses.

These investigations also revealed the fact that there was a lack of the correct motives for actions instilled in childhood. Perhaps this is the cause of the hindrance of a more thorough cultivation in general of the characteristic trait of

self-control. This could also be more satisfactorily accomplished if the execution of actions is directed toward the proper goals.

In general, there also seemed to be a lack of understanding of what actions constituted self-control and the values of the possession and execution of this trait as a characteristic virtue of personality.

"Values determine choice. We cannot resolve on anything except which seems valuable to us in some respect." (29:Lindworsky:160).

The results of these investigations gave evidence of the needed emphasis upon this trait if it is to be satisfactorily acquired and a means of successful actions for the individual and the community.

# TABLE I

## DISTRIBUTION OF INTELLIGENCE QUOTIENTS

SCHOOL "A"				SCHOOL "B"				SCHOOL "C"			
NUMBER GRADE 7		NUMBER GRADE 8		NUMBER GRADE 7		NUMBER GRADE 8		NUMBER GRADE 7		NUMBER GRADE 8	
1	130	2	120	1	133	1	129	1	115	1	119
1	129	2	119	1	118	1	118	2	114	1	113
1	124	1	118	1	117	4	115	1	113	1	111
1	121	1	117	1	114	2	114	1	112	1	110
2	119	1	116	3	113	1	113	2	110	2	108
1	117	1	115	1	112	1	112	4	109	1	107
2	115	1	114	1	111	2	111	1	108	1	106
2	114	1	113	1	110	1	110	1	107	2	104
2	113	4	112	1	109	1	109	1	106	1	103
2	112	2	111	3	108	4	108	2	105	3	100
3	109	2	110	1	107	3	107	2	104	2	97
2	108	1	109	2	105	1	106	2	103	3	96
1	107	5	108	1	104	3	104	3	101	1	95
2	106	1	107	1	103	4	101	2	99	2	94
2	105	3	106	1	102	1	99	1	98	1	93
4	104	2	105	1	101	3	98	1	97	1	92
3	103	2	104	1	99	1	95	2	96	2	91
1	102	1	102	1	98	1	93	1	95	4	89
1	99	2	101	1	97	35		1	94	2	88
1	97	35		2	95			1	93	2	86
35				3	94			1	90	1	84
				1	92			2	87	35	
				2	91			35			
				1	89						
				2	79						
				35							

TABLE II

DISTRIBUTION OF IDEAS OF VALUE OF SELF-CONTROL  
IN RELATION TO OTHER TRAITS

ORDER OF PLACEMENT	SCHOOL "A"		SCHOOL "B"		SCHOOL "C"	
	GRADE 7	GRADE 8	GRADE 7	GRADE 8	GRADE 7	GRADE 8
1	20	3	7	15	14	9
2	9	15	13	11	14	17
3	3	9	6	3	1	3
4	2	2	2	0	1	2
5	0	2	2	1	2	1
6	0	1	1	3	0	0
7	1	2	1	2	0	2
8	1	0	2	0	2	1
9	0	1	0	0	1	0
10	0	0	1	0	0	0

TABLE III

## DISTRIBUTION OF RESULTS OF TEST III

BOYS				GIRLS			
SCHOOL	GRADE	POSITIVE	NEGATIVE	SCHOOL	GRADE	POSITIVE	NEGATIVE
A	7	14	2	A	7	13	6
	8	9	5		8	10	11
B	7	2	7	B	7	10	6
	8	6	13		8	9	7
C	7	6	7	C	7	2	10
	8	4	6		8	11	14

TABLE IV

PERCENTAGE OF CORRECT RESPONSES  
TO QUESTIONS FOLLOWING STORIES

STORY	GRADE	QUESTION 1	QUESTION 2	QUESTION 3
I	7	25 %	48 %	11 %
	8	48 %	71 %	28 %
II	7	15 %	52 %	10 %
	8	27 %	67 %	27 %
III	7	.9 %	2 %	26 %
	8	2 %	8 %	47 %
IV	7	53 %	49 %	38 %
	8	68 %	57 %	48 %
V	7	61 %	19 %	93 %
	8	91 %	20 %	97 %

## CHAPTER SIX

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### The Ideo-Motor Theory of Action and the Training of Self-Control

Ideas have an influence upon motor action. The strongest idea will be the most liable to work into motor effect. The children should have a very clear idea of self-control so that it will influence their actions. If they have a vivid idea of self-control, there will be a greater tendency to realize self-control in actions. The substantiality of this theory of action has been explained by the psychologists in the following paragraphs.

"Not only can movement be initiated by volitional effort, by sensory impressions, and by associated movement, it can also be excited by mere idea of the action itself." (30:Maher:218).

"As the motor image becomes more vivid it tends to realize itself in action. Vivid ideas tend to realize themselves. It is quite true that the will very frequently effects its object indirectly by increasing the strength of the idea through attention until this idea prevails over all other ideas in the field of consciousness and realizes itself in movement." (30:Maher:219).

William James has given his opinion of this theory in the following words;

"There is no sort of consciousness whatever, be it sensation, feeling, or idea, which does not directly and of itself tend to discharge into some motor effect. The motor effect need not always be an outward stroke of behavior. But in any case, it is there in some shape when any consciousness is there, and a belief as fundamental as any in modern psychology is the belief at last attained that conscious processes, merely as such, must pass over into motion, open or concealed. Such a case of ac-



tion from a single idea has been distinguished from more complex cases by the name 'ideo-motor' action meaning action without express decision or effort. Most of the habitual actions to which we are trained are of this ideo-motor sort."

E. L. Thorndike, however, contends that the ideo-motor theory itself is wrong and should not be held as the orthodox opinion. Especially he thinks that this theory should in no way be applied to moral education. He contends the confidence held that an idea will be realized in behavior if we can get the favorable one into the mind and keep the opposite ones out is all wrong. The general statement of Thorndike's in opposition to the ideo-motor theory can hardly hold in view of experience and experiments.

T. V. Moore's presentation of the matter in the following words seems most convincing.

"The ideo-motor tendency of an idea is not essentially bound up with the problem of the necessity of a kinaesthetic image for the initiating of a voluntary action. All ideas might have necessary motor tendencies and no voluntary action requires a kinaesthetic cue." (33:Moore:325).

"It can scarcely be doubted that the perception of an action gives us the idea of that action. The tendency to movement may be there, but the person is not conscious of it. The tendencies are there but remain inhibited, because of previous training and education. They are inhibited also by present ideals and interests. The concept of inhibiting tendencies and the possibility that the ideo-motor effects may remain unconscious makes it very difficult to prove that there are even some ideas of actions that have no motor resonance leading to their execution. Not only is this so but when we look around for positive evidence that ideas of action have motor effects, there is not a little to show that this is the case and furthermore, it is perfectly clear that we are wholly unconscious of the motor resonance of some ideas." (33:Moore:326).

T. V. Moore has found as a result of experiments with orthological cases where mental degeneration resulted, that

inhibitions have been weakened and that since normal interests have faded, motor tendency realizes itself in action very easily.

"He would explain this on the assumption of the ideo-motor theory that every idea of action tends to reproduce itself in reality. Normally, we do not perceive the tendency to say the words we hear because owing to the inhibition of present tendencies and past habits, the incipient motor impulse dies out before it can get to the conscious level". (33:Moore:328).

T. V. Moore has summarized the theory as follows;

"The theory of ideo-motor action as propounded by James involves two distinct elements. One, that a kinaesthetic image must be the cause of voluntary movement. For this we have found no evidence whatsoever. The second element is that the idea of movement tends to realize itself in action. That this is universally true, is not demonstrated. It would, however, offer a satisfactory explanation of certain pathological phenomena if it were true. There is, however, strong evidence to show that some ideas have typical movements of expression, involuntary and unconscious and common to a number of subjects. If therefore, the ideo-motor theory of ideas be limited to the statement, that some ideas have characteristics of motor expressions and some and perhaps all ideas of movement have a definite tendency to flow over into action, it may be looked upon as the expression of the facts as now known to psychology". (33:Moore:330).

Many of our habitual actions are of the ideo-motor type. The idea becomes so imbued that the actions result unconsciously. This fact can be applied, at least partially when training and educating the children in the virtue of self-control. Have they a strong idea of self-control? The investigations that the present writer has made reveal the fact that the children have not a very clear idea of what in actions constitute self-control. The lack of self-control among the children may be caused partially by the indefiniteness of their idea of the action involved. The results also seemed to point to the fact

that many of the children were very self-centered. The ego-tistical idea predominated in many cases. The self-centered interests of the children will control their actions unless directed otherwise. This can be adjusted partially, by supplying them with a store of ideas which will inhibit these original tendencies, and also strengthen the power of habitual acts. The children should also be led to perceive actions of self-control so that when situations arise that require action of this nature they will have an idea of the action and will unconsciously apply it to the circumstances arising.

Another fact which may have a tendency to influence actions of self-control among the children is the lack of the ideal of this characteristic and the necessary interest aroused by actions of Self-Control. The results of these investigations also tend to lead one to the inference that previous training and education has not been sufficient to make these children capable of inhibiting contrary impulsive actions.

## CONCLUSION

## CHAPTER SEVEN

### Conclusion

"The true aim of education is not merely the cultivation of intellect, but also the formation of moral character. As it is the function of ethics to determine the ideal of human character, so it is the business of the theory or science of education to study the processes by which that end may be attained and to estimate the relative efficiency of different educational systems and methods in the prosecution of that end. Finally, it is the duty of the art of education to adapt the available machinery to the realization of the true purpose of education in the formation of the highest type of ideal of human character." (28:Leibell:284).

"We can form our character first, by having a strong wish to do so, and then by exercising our will and intellect in certain ways. We exercise our intellect, by learning the sound principles of good life and making much of them and taking pride in them, (b) by driving out of the mind all bad thoughts or principles, and learning to dislike and to avoid them, (c) by thinking often of God and our duty to Him and feeling that it is well worth while to become a really good man." (28:Leibell:289).

Judging from the results obtained in these experiments, it probably can be concluded that this aim is not being fully realized with these groups. These children had very scattered and diversified ideas of self-control. Two-thirds of the groups tested did not respond very readily with correct responses. This indicates that they did not have a knowledge of this trait. They are not in a position to understand what are the characteristics of the virtue of self-control. This lack of understanding is a hinderance to the appreciation of the value of this trait. This was indicated by the fact that 69% of the

group tested did not have a very determined idea of the value of this trait. If they had a better understanding of the trait and the advantages of possessing and exercising self-control, they would value it more highly. Better evaluation will put them in a better position to make a more subtle choice. If there is an increase in the knowledge of the advantages of acquiring and executing this trait, there will be a decrease in unhappiness both for the individual and his associates.

From the results of these investigations it can be concluded that the chronological age and added year of school experience only added slightly to the increase of percentages of correct responses. The results also showed that the girls were better than the boys in the scores of correct answers obtained in the tests. There has also been an indication from these results that improper training in early childhood has left wrong impressions of self-control upon the minds of two-thirds of the group. The memory of these past experiences is one of the influencing factors upon the conduct of many of those at present who show a lack of self-control.

No definite conclusion can be drawn regarding the relation of the range of intelligence and the reactions to the tests. There was no regularity in the conformity of the intelligence quotients and the responses. Environment and group moral code, were important factors in influencing their ideas. The results of the tests also confirm the fact that untruthfulness and the lack of self-control go hand in hand. It was shown in the fol-

lowing case. Among the colored children there were fewer numbers having the correct ideas of self-control. As a group these people are very untruthful. This has been verified by actual experience with the people of this race.

According to Hugh Hartshorne and Mark May the following factors determine whether or not the child exhibits self-control in a situation. It is determined (a) by the nature of the situation, (b) what the child has already learned in similar situations, (c) his awareness of the applications of his behavior. They found from their data that the first was most potent. The results of these investigations show that much more stress is needed upon these factors of training if a better understanding of the general characteristics of this important virtue is to result. As a whole the results of these tests show a great need of a more thorough study of the trait of self-control. More opportunities should be given to understand and acquire this trait. Its advantages should be realized by execution of this virtue in situations in the school routine.

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## Appendix

## Test I

### Situations That Involve Self-Control.

Read the following and write, "Yes" or "No" in answer to the question following it;

1. You are playing basket ball. You have a temper and a tongue. You can do nothing to restrain either, and the decision goes against you. Then you argue and are taken off the floor.

Were you using self-control?

2. You are assigned some work to do. The other boys of your crowd are having a game in a vacant lot. The boys call to you to come over to play. You refuse but they laugh at you.

Were you using self-control?

3. Some one of whom you do not approve is being praised by friends. You try to control the impulse to make some cutting remarks, but jealousy gets the upper hand and you are tempted and say some unjust things.

Were you using self-control?

4. You want a new dress. Mother thinks that you do not need it or perhaps she cannot afford it. You beg, cry, and say ugly things that hurt.

Were you using self-control?

5. At the church service the sermon is not interesting. Your friends are whispering and laughing. When they talked to you

you did not speak.

Were you using self-control?



## Test II

### Value Placed Upon Self-Control In Relation To Other Traits.

List the following character traits in the order of their importance as you judge it; Reliability, Obedience, Industry, Self-Control, Judgment, Punctuality, Initiative, Personal Habits, Thrift, and Honesty.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### Test III

Problem; A Troublesome Child.

Mary is the only child in the family. She has always been humored and petted. At home if denied a pleasure, she kicked and cried until she had her way. When she was scolded, she cried until coaxed and rewarded into quiet again.

Now when a lesson in school is difficult, she cries. When a classmate receives a better grade than she does she gets angry and complains that the teacher is unfair. When criticized in class she again gets angry and refuses to profit by her experience. When her friends' drawings are better than hers, in an art class, she reaches over and scratches them on the hand. In the class she constantly squirms, tries to whisper and giggles when there is nothing happening that is funny. Her classmates are disgusted. No one likes her.

What advice would you give her?

## Story I

### A Boy Who Became Czar.

Peter was one of the younger children of Alexis, Czar of Russia. Alexis was not a strong ruler, and the government of Russia was not very stable. Indeed, Russia at that time had not taken its place among the great nations of Europe. Though Alexis was not a strong king he was a very wise father. He selected an accomplished general, a brave and good man by the name of Menesius, to take charge of the education of his son Peter.

At first the arrangement was a very happy one. General Menesius resided at the palace, and though he did not actually teach the boy in his early years, he supervised all of his education. Also he took walks with the lad and often played games with him. The boy and the old general developed a great love for each other. Everything seemed to be going well in the life of Peter, when suddenly his father died.

Now Peter was a bright boy, and so full of life and good spirits that he was a favorite with all who knew him. But unfortunately, when power and riches put their embrace about a person, it is likely that there will be some who will become jealous or envious of him. Such was the case of Peter. His older half-sister and his half-brother feared that he might, through his accomplishments and his friends, some day be crowned

king. Therefore, they began immediately after the death of his father, to make plots for the destruction of Peter. Sophia, his half-sister, was especially jealous of him, and she made a very clever plan for his downfall. She said to herself; "If Menesius continues to guide the education of Peter so carefully and if Peter continues to be as talented and energetic as he is now, he will certainly become great.

"I know what I'll do-----I'll persuade Menesius to change his plans in dealing with Peter. I'll have the general release the boy from all rules and restraints, and allow him to do just as he pleases. I'll supply him with pleasure, money and opportunities for all sorts of indulgences. The boy not having the good sense to resist temptation will give himself over to folly will cease his diligent study and perhaps by eating and drinking he will injure his health."

She accordingly went to the general with her plans. Of course she did not tell of her plans to him, but she tried to persuade him that Peter should be given more liberty, that he should not be required to study so hard, and that he should be given more time and money for all sorts of pleasures and indulgences that appealed to him. Menesius only shook his head. He had his heart set on making his pupil into an upright, courageous and accomplished man. Though he did not know why Sophia suddenly became interested in seeing the boy be given greater freedom, more money and all sorts of pleasures, he thought that such a system of laxity, idleness, and indulgence

would end in the boy's ruin. In spite of all Sophia's arguments, the general could not be moved from his original plan of giving the boy Peter the best guidance and education possible.

However, Sophia was not to be outdone so easily as this. "Stubborn man," she thought to herself; "but I'll soon get him out of the way." And so it was only a few days before the good general found himself dismissed from the palace on a charge of which he was not at all guilty.

Before leaving, however, the general went to the young pupil and, placing his hands on the boy's shoulders, looking earnestly into his eyes he said;

"My boy, you must continue the good work you have already begun. Ever be faithful in the performance of your duty, resist every temptation to idleness or excess, devote yourself while young with patience and industry to the work of acquiring every possible art and accomplishment which can be of advantage to you when you become a man."

With this advice the old man, wiping tears from his eyes, bade the boy farewell. Peter stood out on the veranda and silently and sadly looked after him. The old teacher's step was firm, his body erect, but his head was bent forward as if in trouble or in deep thought. He never looked back. Tears in Peter's eyes made the last glimpse that he got of the general very dim. He stood watching for many minutes after the old gentleman was out of sight. Often in the days that followed,

Peter went out to the spot where he had bade the general good-by and wished and watched for him to come back. But he never returned. The brief advice quoted above was the last word Peter ever heard from General Menesius.

Sophia was now free to go ahead with her scheme as she chose. Accordingly she made arrangements for the placing of Peter in a household of his own in a small village at some distance from Moscow. She also arranged for fifty boys to live with him as playmates and amusers. Peter was made to understand that he should have everything that he would ask for. The boys were submitted to all sorts of temptation and were free from all restraints. Sophia was sure that all the boys, including Peter, would grow up to be idle, vicious, good-for-nothing fellows without character or health.

The plot was well arranged. Many boys and girls would have fallen into the trap. But Peter did not. As a result either of the influence and advice of the General Menesius, or of his own native good sense or both combined, he resisted the temptations. Instead of giving up his studies, he studied even more diligently, and rather than turning the boys into instruments for his own pleasure and amusement, he organized them into a military school and practiced with them all the hard discipline necessary in army camps. He took his turn at every difficult post of duty. He learned to drum. He practiced with the boys in the art of building and destroying fortifications. He learned the use of tools, and under his

guidance the boys made many of the tools they used in their daily occupations. He made with his own hands a wheelbarrow which he used in hauling dirt and stones for his fortifications. He did not, in any way, act superior to the rest of the boys, but worked side by side with them.

As he grew older he did more and more to improve the military school that he had established in the household which his sister had hoped would cause his destruction. In time he procured uniforms for the boys, and when he was only eighteen he managed to get several professors to come to the school to teach. Soon after this he left the household. It had become, however, before his departure one of the finest military schools in all Russia.

Peter soon became aware of the plot that his half-sister had had in mind all the time. He deposed Sophia from the important position as regent to which she had appointed herself.

By means of the friends that he had made, by his superior knowledge that he had gained through diligent study and through his magnetic personality, he won his way to the head of the government of Russia. He was but nineteen years of age when the leadership of his country was practically in his hands. His reign was so successful for Russia that he is known everywhere as Peter the Great.

This story is written from facts in the "History of Peter the Great, Emperor of Russia" by Jacob Abbott, pp.13-31. Har-

per and Brothers, 1875. Statements of Menesius quoted from the biography without modification; other conversation supplied.

### A Boy Who Became Czar.

1. Whom do you admire most? Why?
2. What influence did Peter's decision as to pleasure and work have on the other boys? Is a person responsible for all his own acts, or is he sometimes responsible to some degree for the acts of his friends?
3. What was it that Peter had that helped him to reach the position he did?



## Story II

### How Edison Lost His Hearing.

When Thomas Edison was still a young lad, he got a job as a newsboy on a railroad. If you had been a passenger on that line, you would soon have become accustomed to the sight of the boy, who later became a famous inventor, walking up and down the aisle of the train with a blue cap on his head and a basket filled with magazines and fruit slung around his neck. "Papers, magazines, candy and chewing gum! Papers, magazines, candy and chewing gum! Fresh peaches, fresh peaches!" Over and over again was this formula repeated.

If this were the only duty connected with the job, you might well be surprised that such an ambitious boy would keep it. But to Alva it had a very fine feature. He had been given a section or compartment at the end of one of the cars, in which he might conduct his experiments and study at spare moments. This meant a great deal to the lad, and between trips through the cars he managed to do a considerable amount of earnest work. And yet, in spite of the advantages he gained from his work, the job was responsible for one handicap which lasted throughout the remainder of his life.

One afternoon he was busily at work in his compartment, conducting a new experiment. He had just finished using a stick of phosphorus and laid it on a shelf. The train was

rolling along at a speed of thirty miles an hour over a rather rough track when, suddenly striking a sharp curve, the car lurched, and the phosphorus was thrown to the floor before the boy could catch it. It burst into flames. In dismay the boy tried to stamp out the fire. It was to no avail. The phosphorus burned too rapidly, and the fire soon spread to the walls of the car. Alva looked about for water. There was none. Dread thoughts of the entire train burning ran through his mind. "What shall I do? What shall I do?" he cried. At that moment through the door burst the conductor, a quick-tempered Scotchman, with a bucket of water in each hand. He extinguished the flames in an instant. Then, turning to the bewildered boy, he cuffed him on the ear. "You'd set my entire train on fire. It was a sorry day for us when we let you have this car for carrying on your crazy experiments, anyway. Out you go at the next station, you, your 'truck', and all this play stuff." Leaving the boy in tears at the harsh blow and still harsher words, he slammed the door.

It was not long before the train arrived at Mount Clemens station, the next stop. In less time than it takes to tell it the lad was on the platform, tearful and indignant in the midst of his beloved and ruined possessions. In the excitement of being ejected from the train Alva had forgotten about his ear. Now, however, with the train out of sight around a curve, he became suddenly conscious of a terrible pain. He put his hand to the ear on which he had received the cruel blow. He rubbed

it in vain attempts to stop the pain. It was of no use. The pain became more and more intense. The ear seemed to throb with each heart-beat. In spite of the agony, he hastily gathered together his wares, and as much of his apparatus and chemicals as was still usable and caught the next train for home.

When he finally reached home and was able to receive some treatment, it was too late. He was never able to hear with that ear again.

This story is from an incident in "Edison; His Life and Inventions" by F. L. Dyer and T. C. Martin. Harper and Brothers, 1910. Conversation supplied.

#### How Edison Lost His Hearing.

1. Tell which of the following the conductor was really responsible for;
  - a- Putting out the fire and saving the train.
  - b- Losing his temper.
  - c- Slapping Edison.
  - d- Causing Edison to become deaf in one ear.
2. Would the acts of the conductor have been all right if some doctor had been near and saved Alva's hearing by immediate attention?
3. Should the conductor have punished Alva at all? Why?  
To what extent should the conductor have been held re-

sponsible for what he did when very angry?

### Story III

#### Two Sisters Plus One Rocking-Chair Yields What?

Mr. Alcott had just settled down to work in his study when he was distracted by the sound of the voices in the next room. To concentrate on his writing grew more and more difficult as the voices of Anna and Louisa, grew louder and louder. He laid down his pen and went over to the living-room door. There sat Anna in a rocking-chair which the younger sister wanted. No one else was in the room; there was no lack of chairs but the rocking-chair that Anna occupied was the chair that Louisa wanted and no other.

"Please let me sit in it now," begged Louisa.

"But I'm in it," replied Anna, "get yourself another one if you want to sit down."

Mr. Alcott did not stop to listen longer. "Girls, girls," he said, "do be quiet. I am trying to work."

He went back into the study, closing the door behind him. For a few minutes Anna and Louisa said nothing. Anna rocked slowly and deliberately back and forth, back and forth. Louisa stood glaring at her, her body quivering with temporarily suppressed anger. But she could not be silent long.

"You might let me have it now. You've got to let me have it," she demanded.

"I was here first," replied Anna, calmly, "and I'm not

through rocking."

"You've had it a long time," protested Louisa. "It ought to be my turn now. And I'm going to have it."

"I'm older than you are," stated Anna. "I have a right to sit in this rocking-chair, and I'm going to stay right here."

To and fro she rocked, humming a little tune to herself. The sight of her cool dignity angered the fiery Louisa more and more.

"You're a mean, selfish thing," she burst out. She took hold of the chair and shook it, trying her best to oust Anna, and crying, "Give it to me, give it to me."

"Hush, Louisa, you're making so much noise you'll disturb Father," reproached Anna, in a superior tone, as she maintained her place of possession in spite of the jerking and shaking of the chair.

Her words were very true. At that moment Mr. Alcott opened the door, which had failed to shut out the noise. He had accomplished almost nothing because of being constantly distracted by the quarrel. He had reason for irritation, but he controlled his annoyance and calmly said, "Please try to remember, girls, that I'm writing in the study. I'm working on something that I must finish today, but I'm not getting very much done with all this noise. Anna, don't tease Louisa, try to control your temper and be more quiet."

He retired into the study, and for a little while there was a short truce between the two girls quarreling in the

living-room. But the conflict was not over. The girls were so absorbed in the subject of the rocking-chair that they gave little attention to their father's request for peace. Louisa's eyes were slowly filling with tears.

"I want to rock now," she sobbed.

"You are just a baby to cry over a rocking-chair, Louisa," reproved Anna, unmoved by the sight of tears. "You know you didn't want it till you saw I had it. And besides, if you cry, Father won't be able to do a thing. He had told you twice to make less noise."

Louisa's sobs only grew louder. She could not answer Anna's reasoning, but she was a match for her in persistence. The argument that she should consider her father made no impression upon her. She seized the chair again. She pushed at it and pulled at it, shaking Anna and crying in louder and louder tones, "Give it to me, give it to me, give it to me!"

Anna refused to surrender.

But the noise was now so unbearable that Mr. Alcott appeared in the doorway for the third time, this time with an apple in his hand.

"Come, Anna," he said firmly, "come here and sit quietly in the study, and you may have this apple."

Anna hesitated. In a moment she got up and followed her father into the study. Shortly all was quiet, and Anna sat peacefully nibbling the fruit. In the living-room, Louisa was rocking away happily.

"And now, Anna," said her father, "did you give the chair to Louisa because you loved your sister or because you wanted the apple?"

"Because I wanted the apple," she replied.

### Two Sisters Plus One Rocking-Chair Yields What?

1. Can you suggest any way in which either of the girls might have prevented or stopped the quarrel without appearing cowardly in giving in to the other?
2. What would help to avoid this happening?
3. What do you admire in the Father?



## Story IV

### Lord Nelson, a Hero at Sea.

A naval career had always fired the imagination of Horatio Nelson. When he was only a young boy he thought a great deal about sailors and ships. To him a life on "the bounding wave" was the only life worth living. And if with this life he could serve King and country, there would be nothing else to ask for. What boy has not dreamed of life on the sea? What boy has not wanted to walk a slanting deck, above him the gleam of towering white sails, in his throat the salt tang of the ocean, and all about him the powerful sea? Was there ever a lad who wished for anything more adventurous than to board an enemy ship armed to the teeth, and claim her as a prize? These were the things of which Nelson dreamed.

Early in his career he was placed by his uncle on the *Seashore*, a ship bound for the East Indies. On the voyage out his good conduct so impressed Mr. Surridge, a superior officer, that Nelson was made a midshipman. This was a promising beginning for a young man starting out to make a mark. Nelson was overjoyed by his good fortune. He was in excellent physical condition, with hard muscles, a face healthily colored and tanned, and a strong constitution. He felt the vigor of a boy, and he dreamed of adventure and renown.

How frequently, however, is success followed by disappoint-

ment! The ship reached the Indian Ocean, and Nelson was stationed in India. He had been there about eighteen months when he began to feel the effects of that climate, so dangerous to the health of Europeans. There seemed to be no medicine that would cure his disease. The once healthy frame was reduced to a mere skeleton of its former self. The use of his limbs was for some time entirely lost. He lay flat on his back. The only hope for his recovery depended upon his getting away from India. Accordingly, he was carried aboard the Dolphin, which was about to sail for England. This, of itself was a bitter experience. For an active man, a midshipman in His Majesty's Navy, to have to submit to being carried aboard a ship, when so short a time ago he could have climbed the rigging with ease, seemed a very unfair decree of fate. And when he was put aboard and found that some of the young men with whom he had associated were vigorous in health and were receiving rapid promotion, his spirits sank as low as his strength. He was beginning to stop his dreaming of success. Not only was he giving up hope of building a career; he was even ceasing to build air castles.

"The places that I might have filled are being taken by others," he said to himself. "What's the use?"

In the long days that followed, Nelson fell more and more into a mood of sullen discouragement. "I shall never rise in my profession," he thought. "I have made a fine beginning, and I believe I'd make a good officer, and here I am so weak I can

scarcely lift my hand. How can I ever achieve any of my ambitions? What has life to offer me now? Why, I might as well be overboard; then I should at least not be a burden to the ship."

These and many other thoughts filled the mind of the young man. Daily he grew more and more bitter. He felt less and less inclined to talk. No one heard him laugh. Seldom did a smile brighten his face.

One warm day he was lying on the deck. Overhead, here and there between the fleecy clouds, the sky appeared, a clear blue against the whiteness of the sails. The soft lapping of the waves against the side of the ship and an occasional word of command from an officer were the only sounds that broke the stillness. Nelson was lost in despair. With his eyes moving listlessly about, he lay there motionless, noticing nothing, almost insensible to the world about him. Then, of a sudden, as he caught a glimpse of the Union Jack floating from the masthead---a thought! It came like a flash from a cloud. A sudden whiff of breeze had taken the flag of England and sent it flying, as it seemed, across the sky. "England! your native land!" it seemed to say. All the deeds of England's bravest heroes raced through his mind, and they seemed to salute him. "England my country! Her King, my protector! And I? I will be a hero. Confiding always in Providence, I will brave every danger!" The inspiration struck him as no other had done.

He felt a great wave of patriotism sweep through him.

With a brave smile he turned over and looked out upon the horizon. It was to others just the same horizon, the meeting place of sky and sea, but to Nelson it was new. It looked like the horizon of his outward voyage. It was a veil concealing a bright tomorrow. It was a circle made radiant by the inner glow of a brave and hopeful spirit. From this day he became a different man. The officers on the ship noticed the change, and when he finally arrived in England, he was far on his way to complete recovery.

His later history, his great naval victories, are known to every boy and girl who has read English history. He was one of England's greatest naval heroes. But throughout his life he liked to speak of this incident as one of his greatest victories. It was a victory over himself.

This story is taken from an incident in "The Life of Nelson" by Robert Southey.

### Lord Nelson, a Hero at Sea.

1. Nelson fought many battles at sea. Did he fight one on this trip? If so whom did he fight against? Who won? How do you know?
2. Did Nelson win honors for this victory in the same way that he did for later naval victories? If he improved himself in character, is that as valuable as if he had

improved his reputation?

3. What was Nelson's victory over himself?

Story V  
Showing Off.

The train was about to pull out when two young men, accompanied by a negro servant, rushed up and got aboard. They gave the impression by their dress and conversation that they were wealthy youths, and it was certain that they were bent on having a gay time on the trip. The train had scarcely pulled out of the station when a newsboy came through with a large bundle of newspapers under his arm. The boy was Thomas A. Edison. He had been a newsboy on this line for some time, and, though a very young lad, he was showing promise of becoming quite a business man. As he was passing the seat occupied by the two young men, he was stopped by one of them, who asked in loud tones; "Boy, what have you got?" "Papers," replied Edison. "All right," answered the young man, and taking the whole bundle, he threw them out of the window. Then, turning to the colored man, who sat in the seat behind him, he said, "Nicodemus, pay the boy." Whereupon the two young men laughed heartily.

Edison told the amount to Nicodemus, who promptly opened a satchel and paid him. The rest of the passengers were no more surprised than was young Edison himself. This was surely a very strange action.

The newsboy quickly left the coach. In a few minutes he

returned with the newspapers under one arm and the magazines under the other. Again he was stopped.

"What have you got, boy?" asked one of the youths.

"Papers and magazines, sir," answered Edison.

Again the entire pile was thrown out, and, turning to the servant, both young men said in unison, "Nicodemus, pay the boy." Edison, with eyes sparkling, could hardly wait to collect. The young men were in high spirits, and all the passengers had now become interested in these transactions.

All eyes were on the boy. When he left the car everybody watched the door in amusement. In a few short minutes the door began to squeak and to open slowly. A pile of old, shopworn magazines and novels was entering. At a second glance one could see that it was the newsboy coming, but his load mounted high above his head and hid him from view. Slowly and cautiously the boy trudged along the aisle until he was opposite the two young men.

"Boy, what have you got this time?" was the question from one of them.

"Magazines and novels, sir," replied young Edison.

The pile was thrown out of the window in three installments. The lofty and commanding tones of the young man could be heard in every part of the coach: "Nicodemus, pay the boy."

The affair was now beginning to take on the appearance of a contest. It was a sort of endurance test to see which would last the longer, the newsboy and his stock or the young men's

money. To the passengers it was an entertaining game. To young Edison it was a gold mine. As for the young men, they were having a good time. They were creating a scene in which they played principal roles, and they seemed well pleased with themselves.

The game gave promise of lasting some time. The newsboy had brought in fruits and nuts, then pop-corn, then candy, and every time the lot had been thrown out of the window and he had been paid by Nicodemus. And now there was nothing left. Edison felt like Alexander the Great when he had no more worlds to conquer. He had sold his entire stock, and now retired from the car, wrapped in thought. He was gone such a long time that the passengers began to feel that the game had come to an end. The young men who had started this, and who were too proud to back out of their own game were beginning to feel relief. The afternoon's amusement had proved rather expensive to them.

But no. The door was slowly opening again. There was Edison backing in. He was pulling a rope. All in the coach rose to their feet to see what was coming. Shouts of laughter rang through the car when they saw that the boy was dragging a trunk. The load was almost too much for his strength, but finally it was in front of the two youthful travelers. He began pulling off his coat.

At this point an elderly gentleman who was sitting across the aisle, and who had been especially attentive to the whole proceeding, started clapping and cheering for the boy. "Ho,



ho, ho!" he chuckled, and added to the friend beside him,

"Those dudes will not try to show off with this newsboy again."

Edison laid his coat on the trunk. Then he took off his shoes and hat and added these to the collection. By this time the whole car was wild with laughter.

"Well," said one of the young men with a forced grin, "what have you got now, boy?"

"Everything, sir," was the reply, "that I can spare that is for sale." The passengers were hilarious. Roars of laughter echoed through the car. Nicodemus paid several dollars for this last sale, and threw the whole lot out of the rear door of the car.

\* And now, leaving young Edison joyous over the success of this strange adventure, let us follow the young men for a time. When they arrived at their destination, they continued their "showing off" until Nicodemus informed them that they had only enough money to return home---he did not know that they still owed their entire hotel bill. They were too proud to write home for money; so they promptly discharged Nicodemus and set out to look for work.

Each decided upon the places he would go to. They looked and they looked. They would meet at the end of the day and each would relate his futile experiences. They covered the town quite thoroughly. Nothing was to be found. However, it happened that both were told of a Mr. Crawford of a neighboring town who was said to have a good opening in his business for a

young man or two of ability. The boys debated as to which should go to see Mr. Crawford. It was a good chance; it seemed the last chance. Finally it was decided that the responsibility should rest on the older boy's shoulders.

He reached Mr. Crawford's office and was very kindly received. The old gentleman was favorably impressed with the youth, and told him about the various duties that he would have if he accepted the position. But all the time the old gentleman was talking he had a vague feeling that he had seen this boy before, although he could not "place" him.

"Haven't I seen you before somewhere?" he asked finally.

"I guess not, sir," replied the boy.

"But I'm sure I have."

"Well, sir, I have never been in this town before. In fact I just came West on Number 3 from Detroit to Port Huron last Tuesday."

"Oh yes! Oh yes! I know," exclaimed the old gentleman. "There were two of you fellows, and Nicodemus was with you. Ha, ha, ha! I remember. And that little newsboy, wasn't he a character? Well, he gave us all some fun, didn't he? Ho, ho, ho! And when he took off his coat, his hat, and his shoes, and sold them, too, I could hardly sit in my seat. I thought I'd burst my sides with laughter. Ho, ho, ho!"

Finally realizing that the young man was still sitting there waiting for an answer, Mr. Crawford stopped chuckling and said; "No, I guess you can't do the work I have here. It is

very tame and rather hard work.

"But if you see that little newsboy when you go back, tell him that I have a job open for him here if he wants it. Ho, ho, ho! That boy was 'some' business man!"

Story based on an incident in "Boyhood of Edison" by F. L. Dyer and T. C. Martin, Vol. I. Harper and Brothers, 1910. Conversation largely supplied. The portion of the story beginning at the \* is supplied for the purpose of completing the incident but is not authentic.

#### Showing Off.

1. Was it pride or self-control that kept the two young men from backing out of the game?
2. What was it that the man admired in the character of the newsboy?
3. Is self-control a very important trait of character especially for one who is in the business world?

The thesis "The Attitude of Children Toward Self-Control," written by Marie Bernadette Rochford, has been accepted by the Graduate School of Loyola University with reference to form, and by the readers whose names appear below with reference to content. It is, therefore, accepted as a partial fulfilment of the requirements of the degree conferred.

George H. Mahowald, S. J.

August 14, 1932

Valeria K. Huppeler

August, 1932